

# Penn Cambria Curriculum

<b>Course Name</b>	<b>Reading Enrichment 9</b>
<b>Length of Course</b>	1 period per day for 9 weeks in block schedule (.5 credit)
<b>Grade Level</b>	9
<b>Prerequisites</b>	Students who have not demonstrated proficiency on the PSSA or 4Sight benchmark assessments are scheduled into this course.
<b>Course Description</b>	This course is designed to reinforce major critical reading skills using direct instruction reading strategies and focusing on non-fiction reading in the content area. Students who have not demonstrated proficiency on the PSSA or 4Sight benchmark assessments are scheduled into this course. The skills in the <u>Read to Achieve</u> program are universal and apply to reading materials found in all high school coursework.
<b>Units of Study</b>	Comprehension Strategies Vocabulary Strategies and Word Study Fluency ** Note: Units are ongoing and integrated, not sequential.
<b>Materials</b>	Program and Text: <b>SRA <u>Read to Achieve</u> c2010</b> Supplemental Materials: N/A

## Unit: Comprehension Strategies

**Estimated Time:** 5-6 weeks (ongoing and integrated)

### Standard Alignment:

- 1.1.3 B Analyze the structure of informational materials explaining how authors used these to achieve their purposes.
- 1.1.11 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- 1.1.11 H Demonstrate fluency and comprehension in reading.
- 1.2.11 A Read and understand essential content of informational texts and documents in all academic areas.

### Curricular Objectives:

Students will be able to:

- Demonstrate the use of pre-reading strategies such as identifying topic, establishing a purpose for reading and activating prior knowledge.
- Identify various structures of non-fiction text in order to increase comprehension.
  - Identify main idea and supporting details.
  - Identify cause and effect.
  - Order or sequence the events or ideas in a passage.
  - Compare and contrast both within a passage and between passages.
- Use the SQ3R Strategy to increase comprehension (Survey, Question, Read, Reflect, Review).
- Use effective note taking strategies to summarize passages.
- Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions

- Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media

#### **Assessments/ Measurement of Objectives:**

- Completion of text-based reading activities
- Oral responses
- Objective quizzes/tests

#### **Suggested Methods of Instruction / Learning Activities:**

- Use of direct instruction classroom strategies (explicit instruction, pacing, routine, group and individual response, corrections, firming).
- Student and teacher use of graphic organizers and charts
- Gradual Release of Responsibility for new skills (Modeling, guided practice, and then independent practice)

<b>Unit: Vocabulary Strategies and Word Study</b>
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**Estimated Time:** 1-2 weeks (ongoing and integrated)

#### **Standard Alignment:**

1.1.11 C Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.

1.1.11 E Establish a reading vocabulary by indentifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

#### **Curricular Objectives:**

Students will be able to:

- Demonstrate the use of decoding strategies for multi-part words (including roots, prefixes and suffixes).
- Demonstrate the use of context clue strategies to identify the meaning of new words.
- Demonstrate the use of reference sources to identify the meaning of new words.
- Demonstrate the independent use of strategies listed above in new situations.

#### **Assessments/ Measurement of Objectives:**

- Completion of text-based reading activities
- Oral responses
- Objective quizzes/tests

#### **Suggested Methods of Instruction / Learning Activities:**

- Use of direct instruction classroom strategies (explicit instruction, pacing, routine, group and individual response, corrections, firming).
- Student and teacher use of graphic organizers and charts
- Gradual Release of Responsibility for new skills (Modeling, guided practice, and then independent practice)

<b>Unit: Fluency</b>
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**Estimated Time:** 1 week (ongoing and integrated)

**Standard Alignment:**

1.1.11 H Demonstrate fluency and comprehension in reading.

**Curricular Objectives:**

Students will be able to:

- Demonstrate fluency by reading orally from grade level text.

**Assessments/ Measurement of Objectives:**

- Timed oral readings to measure fluency

**Suggested Methods of Instruction / Learning Activities:**

- Oral and silent reading